

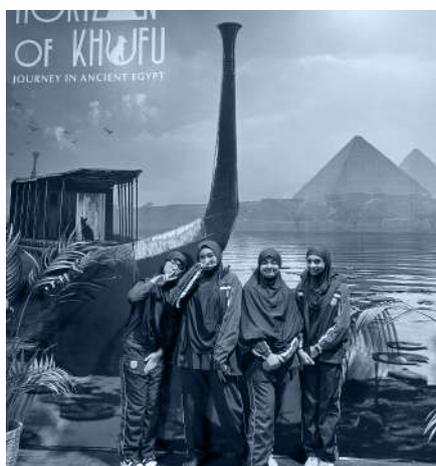
WESTERN GRAMMAR SCHOOL

Newsletter

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Message from the Head of Maths & Sciences

SHAKIR AHMAD

Assalamu Alaikum,

With the conclusion of the Half-Yearly Examinations, we extend our best wishes to all students and families. We hope the results reflect each student's effort and growth in Mathematics so far this year.

We are pleased to announce a new initiative to enhance communication between school and home. This year's Half-Yearly Report will be in a new format, offering a better glimpse at your child's performance across the various topics taught to date. We trust this will give parents a clearer picture of their child's strengths and areas for improvement.

We are excited about this initiative the school is taking to keep parents more in the loop about students and their

progress and achievement in Maths and other subjects.

Parents are encouraged to maintain a calendar for the Term or the Year, and keep track of what their kids are learning and will be learning for the remainder of each Term. Nothing signals to our children the importance of education more than our being interested and being actively involved with what they're learning. A scope-and-sequence document can be obtained by students from their teachers to help keep track of this.

Parents are reminded once again about the utmost importance of both doing homework, and on-going revision. Year 7 and 8 are crucial for filling in gaps from primary school, and laying the foundation for Algebra which

serves as the backbone of all content in Years 9-12.

By the end of Year 9, it is already far too late for most students to pursue a career in science, medicine, engineering, technology and mathematics. Parents wishing their children to pursue such careers in University are advised to ensure their children treat Maths with the **UTMOST** priority in Years 7-9... do NOT wait for Year 11 and then be surprised when a child is completely unable to access Mathematics Advanced, much less Maths Extension 1 (3 unit) and Maths Extension 2 (4 unit).



A Healthy Muslim

SH ABDULLAH HAKEEM

المؤمن القوي خير وأحب إلى الله من المؤمن الضعيف، وفي كل خير

The Prophet ﷺ said, "The strong believer is better and more beloved to Allah than the weak believer, though in both there is good." (Sahih Muslim).

As the term ends with the athletics carnival, I would like to remind myself and all of you the importance of physical health. The above hadith reminds us that physical strength, when aligned with strong faith, is loved by Allah. Islam promotes a balanced life that nurtures both the soul and the body, viewing good health not as a luxury, but as a responsibility and a form of worship.

Health: A Gift and a Responsibility

Our bodies are a trust from Allah. The Prophet ﷺ said, "There are two blessings which many people waste: health and free time." (Bukhari). At WGS, we encourage students to look after their health through cleanliness, good nutrition, and regular activity. However, due to current school construction and shorter daylight hours in winter, outdoor activity at school is limited. We kindly urge parents to help bridge this gap by encouraging physical activities at home or in local parks. A simple walk, bike ride, or outdoor play can make a big difference to their well-being.

Balance in Eating and Living

Allah says, "Eat and drink, but do not be

excessive. Verily, He does not love those who are excessive." (Al-A'raf 7:31). Moderation in eating and daily habits is an important part of Islamic living. Teaching children healthy choices and portion control reinforces the connection between faith and physical care.

Our Bodies Will Testify

Allah says: "That Day, We shall seal their mouths, and their hands will speak to Us, and their legs will bear witness to what they used to earn." (Yasin 36:65). Our actions have consequences, even our bodies will testify. Let's encourage our students to use their strength for halal, beneficial purposes.

Strength Used for Good

The Prophet ﷺ used his strength to serve others. Physical ability should be directed toward helping others, worship, and doing good. It is more than sport, it is a tool to live out Islam with excellence.

As we reflect on this theme, may we raise strong believers who are physically active, mentally sharp, and spiritually rooted. May Allah grant our children health and allow us all to use our strength in His service.

Exciting Day at the Farm!

Our Kindergarten class had a fun-filled and memorable trip to the farm — and what a wonderful day it turned out to be! We had been keeping a close eye on the weather and were a little worried about possible rain, but Alhamdulillah, the skies cleared and we were blessed with sunshine all day long.

From the moment we arrived, the children were buzzing with excitement. They had the chance to meet a variety of friendly farm animals, including sheep, goats, cows, and dogs. They especially loved petting the soft sheep and playful goats,

getting up close and personal with the animals they've been learning about in class.

Throughout the day, Kindergarten discovered many interesting facts — such as what the animals eat, how to care for them, and the many ways they help us. A few special highlights included milking a cow and enjoying a real tractor ride around the farm!

We also watched three fantastic shows: a dog show full of clever tricks, a thrilling whip show, and an eye-opening shearing demonstration, where the

children saw how wool is collected from sheep. They were even able to take home a small piece of real wool as a souvenir.

It was truly a day filled with fun, discovery, and laughter. Kindergarten had an absolute blast, and we're so proud of how engaged and curious they were. We can't wait for the next big adventure!





Exploring the Museum of Human Disease

Our Year 12 Biology and PDHPE students embarked on a fascinating and educational excursion to the Museum of Human Disease, located at the University of New South Wales. This excursion provided an enriching extension to their classroom learning, offering firsthand insight into the complex world of human health and disease.

Throughout the day, students were able to view a wide range of preserved specimens, including diseased organs, hair samples, and historical medical technologies. These exhibits allowed students to see the real-life effects of various conditions, helping to deepen their understanding of disease progression and the importance of medical research.

In addition to exploring the museum displays, students participated in a series of informative seminars focused on both

infectious and non-infectious diseases. These sessions covered topics such as transmission, prevention, public health responses, and the development of treatments and vaccines. The seminars were delivered by medical and health professionals, giving students the opportunity to hear from experts in the field.

The excursion was an eye-opening experience for many, sparking curiosity and prompting thoughtful discussions among students about the ethical, social, and scientific dimensions of disease. The students all had an amazing time

Hajj Workshop

Our students had the unique opportunity to participate in a Hajj Practical Workshop this term. The workshop was designed to provide students with an immersive experience that brought the sacred pilgrimage of Hajj to life.

The journey began in Mina, where students learned about the preparation and intention behind the pilgrimage. From there, they stood in Arafat, reflecting on the power of duah. At Muzdalifah, they collected pebbles and learned about the humility and patience shown during this part of the Hajj. The students then experienced pelting the Jamarat, representing the rejection of evil, before moving on to the Tawaaf, circling around a replica of the Ka'bah. Finally, they performed Sa'ee, reenacting the devotion and perseverance of Hajar (AS).

To conclude this journey, students were offered a drink of Zamzam and a date, bringing an authentic close to the experience. The Hajj workshop helped students develop a stronger connection to one of the five pillars of Islam through active learning and engagement, fostering a sense of unity, reflection, and gratitude.

A special thank you to the Islamic Department and all the teachers involved for creating an unforgettable experience that brought the essence of Hajj to our youngest learners



ISD Soccer

This term, Western Grammar School proudly participated in the ISD Soccer Carnival, entering four teams across the 15s and Opens divisions. The event brought together schools from across the district for a competitive and spirited day of soccer, and our students represented WGS with pride, determination, and teamwork.

Each of our teams faced tough opponents in the pool stages, playing hard-fought matches with plenty of close results. While none of our teams progressed to the semi-finals, they earned bonus games thanks to strong performances during their pool matches—a great reward that reflected their commitment and sportsmanship throughout the day.

A standout performance came from the Boys 15s team, who showed impressive resilience and teamwork. They walked away from the competition with two draws and one win—a fantastic result that speaks to the team's effort and discipline on the field. Each game was played with intensity, and the players showed great improvement in communication and tactical awareness.

Across the board, all WGS teams displayed positive attitudes, great sportsmanship, and growing technical skill. Whether it was in defence, midfield coordination, or striking opportunities, our students continually pushed themselves and supported one another on and off the pitch.

The day was not only about competition but also about growth and team spirit. Many of the players formed new friendships, gained valuable experience, and left the event with a stronger understanding of the game and their own capabilities.

A big thank you to our coaches, staff, and supporters who made the day run smoothly and encouraged our players at every step. Special thanks also go to the ISD organisers for putting on such a well-run event and giving our students the chance to compete at a high level.



Robotics

MS FATEN OSTA

This term, our Primary students were immersed in the exciting world of robotics and digital technologies delivered by PIEX Education on a fortnightly basis. The program offered hands-on learning experiences tailored to each year level, fostering creativity, critical thinking and problem-solving through coding, robotics and 3D design. Students had been eagerly looking forward to these sessions!

Here's a snapshot of what our students explored:

KINDERGARTEN: Students used Scratch Jr to classify living and non-living things. With interactive, game-like challenges, they received encouraging feedback based on their choices—building early coding logic and science skills.

YEAR 1: Students created their very own Catch Game using Scratch, helping a farmer collect fruits and vegetables using arrow keys—developing basic programming and sequencing skills.

YEAR 2: Building on their coding knowledge, students designed a Rain Catcher Game featuring a worm catching falling food items—enhancing logic and motion control in coding.

YEAR 3: Robotics was introduced through mBlock, where students learned to control movement, lights and sound using sensors. Robots responded to blocked or unblocked sensors, simulating light and dark environments.

YEAR 4: Students explored TinkerCAD to design and model 3D pollinator insects, gaining insights into their environmental roles while developing spatial thinking and design skills.

YEAR 5: Continuing with TinkerCAD, students unleashed their imagination by creating their own fictional rainforest animals with unique adaptations, combining creativity with biology and design thinking.

YEAR 6: Advanced robotics came into play with mBlock, where students used ultrasonic and line-following sensors to build robots capable of detecting and navigating around obstacles—challenging them to apply logic and innovation.

This engaging and dynamic program has sparked excitement and curiosity across all year levels. It's been a fantastic way to develop our students' STEM skills in a fun, meaningful and future-focused way.





Canberra Adventure

STAGE 3'S EXCURSION TO PARLIAMENT HOUSE AND QUESTACON IN CANBERRA

On Monday 23rd June, Stage 3 students embarked on an exciting excursion to Canberra to visit Parliament House and Questacon. The day was filled with learning, discovery, and hands-on experiences that supported our Science and History programs.

Our first stop was Parliament House, where students explored the impressive building and deepened their understanding of how Australian democracy works. They visited the House of Representatives and the Senate, watched a live session in progress, and even had the chance to take part in a role-play debate, acting as members of parliament. It was a valuable experience that brought their classroom learning to life.

In the afternoon, we headed to Questacon – The National Science and Technology Centre. Students were amazed by the

interactive exhibits, including the Earthquake House, the Free Fall slide, and many science experiments that sparked excitement and curiosity. The hands-on activities helped students engage with scientific concepts in a fun and meaningful way.

The excursion was a wonderful opportunity for students to connect their learning to the real world. We are proud of how they represented our school, showing excellent behaviour, respect, and enthusiasm throughout the day.

One Path, One Ummah

This term, Year 10 embarked upon an exciting trip to One Path Network! One Path Network is a leading edge production studio that aims to bring the Muslim voice into the spotlight and produces content that centres on Islamic ideas.

In History this term, Year 10 has been focusing on the idea of 'Rights and Freedoms' with a concentration on Islamic concepts like justice and equity. One Path Network catered for this theme through its focus on how young Muslim students could use their 'unique voice' to speak out against oppression.

Students were put into small groups and given the opportunity to create a unique script based on an idea they wanted to speak out against. Students were then able to experience the exciting world of film production up close with certain students being selected to operate camera equipment and 'direct' a short content video. Jasmine, from Year 10, described the experience as a "fun and exciting way to learn about how Muslims can use platforms like social media to make a difference."

Year 10 were also involved in a series of inspiring workshops from experiencing the significance of Hajj through the use of A.I technology to undertaking a private guided tour of the One Path Network facility. As the day drew to a close, students then gathered in One Path Network's auditorium where they each watched the final culmination of their different ideas, scripts and video productions. Students were excited to see the magic of their own filmmaking and even voiced their intent to seek work experience opportunities at One Path Network in the future.

Overall, the excursion was a stimulating way to link their class content to real life experiences and we thank One Path Network for welcoming the students of Western Grammar into the wonder of storytelling.



Ranger Jamie Tour

EBRU CETINAY

This term Year 3 and 4 have been learning about the local community & first contacts. This excursion aimed to provide students with opportunities to examine the local community, the Indigenous Australians who were here first and why they place so much importance on country and place. Students traced important changes and continuities in the local area which date back to early

colonial Australia. Students examined the development and character of the local community and explored the impact of cultural diversity on the community.

During the excursion the topic also introduced world history and the movements of peoples. Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examined European exploration and colonisation in Australia and throughout

the world up to the early 1800s. Students examined the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.

Stage 2 had the opportunity of dressing up as convicts throughout the day as well as other key figures in History such as Captain James Cook, Captain Arthur Phillip, Soldiers and Free Settlers.

